

**PhD - HTH G105 – C06
MA – NT/OT 6ZS6**

Septuagint Studies Seminar

McMaster Divinity College
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Winter 2020 (Term 2)
Tuesday 11:00 a.m. - 12:50 p.m.

Course Description

This course in Septuagint Studies is a focused seminar on the major issues in contemporary Septuagint (LXX) studies. The field of Septuagint Studies has recently become an area of renewed scholarly interest, with the result that a variety of major issues are emerging as areas of serious debate. These include (but are not confined to) the nature and history of the Septuagint or Old Greek text, the Septuagint as a translation, the relationship between the Hebrew parent text and the Greek rendering, the use of the Septuagint in Hebrew textual criticism, the theological and historical tendencies of the Septuagint, the role of the Septuagint within Judaism and early Christianity, the use of the Septuagint (in relation to other versions) in the New Testament, the translations and various versions of the Septuagint, and the continuing function of the Septuagint in the life of the church, the construction of a diplomatic or eclectic text of the Septuagint, among many others. The course introduces the student to the major issues in contemporary Septuagint study and allows the student to explore other areas of interest, either for their own sake or as part of the Septuagint Studies area within the MDC PhD program. This course is led by both Professors Porter and Boda, with important input from others in the teaching area of Septuagint Studies within MDC. These other members of the teaching area are Claude Cox, Gus Konkel, Cynthia Westfall, and Al Wolters.

Course Objectives

Through required and optional reading, lectures and class discussion, seminar presentations, and the completion of assignments, the student should fulfill the following course objectives:

Knowing

1. to understand the origins, history, and development of the Septuagint, in relation to the Hebrew Bible and in its own right
2. to understand the development of the Septuagint as a biblical text and as a translated document
3. to use the Septuagint as an important source in textual criticism of the Hebrew Bible
4. to trace the history of scholarship on the Septuagint
5. to evaluate as a whole and with regard to individual books the Septuagint as a translation
6. to understand the Septuagint as a religious document

Being

1. to be and become a responsible interpreter of the Bible, in light of knowledge of the history and development of the Septuagint
2. to appreciate and apply in suitable ways insights into interpretation gained through the development of study of the Septuagint
3. to become a charitable giver and receiver of critical comments of others, to enhance their own understanding and abilities

Doing

1. to be able to understand and apply a range of critical perspectives on study of the Septuagint
2. to be able to express one's understanding of issues in Septuagint study in both written and oral form
3. to raise and handle significant interpretive questions that emerge from study of the Septuagint
4. to learn to respond constructively and creatively to the range of issues in Septuagint study
5. to be able to give and accept critical comment from fellow scholars

Course Prerequisites

Prerequisites: This course may be taken as part of the Septuagint Studies area or it may be taken as a Biblical Studies course within either New Testament or Old Testament studies. Students must be studying within either the MA or PhD programs of McMaster Divinity College, with the appropriate language prerequisites met. Students may focus upon either Hebrew or Greek issues in this course, but will need to address both.

Course Requirements

This is an advanced graduate-level course in Septuagint Studies, and will be taught in this way. Therefore, it is assumed that students will perform as advanced-level graduate students to facilitate learning. This means that students will be expected to do suitable academic work outside of the classroom. We understand that many students may not have any significant introduction to Septuagint studies, and so reading of the books noted below as early as possible is imperative as a basis for this course.

Successful completion of this class requires each of the following assignments to be completed satisfactorily. Failure to make a valid attempt to complete *each* of these requirements may constitute grounds for failure of the course.

1. Active participation in each session of the course, including reading of all assigned materials. The student is expected to come to class having prepared sufficiently by means of primary and secondary reading and reflection to make a significant contribution to the topic of discussion for the course each day. Both preliminary and required reading is listed in the syllabus, and a bibliography is included for further reference. Students will want to begin building their own bibliographies.

2. Presentation of topic paper and seminar paper. The student is expected to distribute one week in advance and lead discussion of assigned presentation papers.
3. Completion of all written assignments. See below.

Course Textbooks

Prerequisite Reading

Students are required to possess the following and be able to use them as a prerequisite for this course:

A standard critical edition of both the Hebrew Bible and the Greek New Testament. This means the Nestle-Aland (26th, 27th, or 28th edn) or UBS (3rd, 4th, or 5th ed.) or Westcott-Hort Greek editions, or the Biblia Hebraica Stuttgartensia or Biblia Hebraica Quinta or equivalent. Other editions may not be used without permission.

A literalistic English version of the Bible, such as the New American Standard Bible or RSV (or NRSV if RSV not available). Do not use the ESV.

Students are expected to have mastered the basic knowledge to be found in the following:

Books on Hebrew Bible and/or New Testament textual criticism.

Books on exegesis.

Reference grammars of both ancient Greek (especially New Testament Greek, but Septuagint encouraged) and Hebrew.

Other language, history, and theology books as appropriate (the professors can recommend suitable books in this area).

Required Reading

1. All students are required to read the following:

Jobes, Karen H., and Moisés Silva. *Invitation to the Septuagint*. Grand Rapids: Baker, 2000; 2nd ed., 2015.

2. Students are also required to choose and read one of the book-length introductions to the Septuagint listed in the attached bibliography (see Introductions).

3. Students are required to read all of the readings assigned for the topics to be discussed in the individual class sessions.

4. Students are required to read the assigned portion designated by the presenter for each seminar presentation.

5. Students are required to read any further assigned reading.

The quantity of reading that the student does will be assessed at the end of the term.

Highly Recommended Reading

The following volume is highly recommended for those students who wish to learn how to become publishing scholars, as well as learning how to write their dissertations or theses:

Stanley E. Porter. *Inking the Deal: A Guide for Successful Academic Publishing*. Waco, TX: Baylor University Press, 2010.

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

Course Assessment

Each student is required to attempt to complete the following requirements, with the indicated weighting of value. Failure to attempt each assignment may constitute grounds for failure of the course.

1. Participation and assigned readings, including “translation” of Greek and/or Hebrew (0%—but reduction of up to 10% of final grade for failure to fulfill the requirement). Students are expected to participate actively in the class and to read all of the assigned materials (including preliminary reading) and the Greek and/or Hebrew text assigned for translation. “Translation” does not mean simply creating a duplicate of some other translation, but does mean analyzing the text and identifying the major linguistic issues, for either Greek or Hebrew or both (the focus of each student's interests will vary depending upon their perspective on the Septuagint), as per the assignment of the day. Students are expected to have insight into all of the passages assigned for translation, but focus upon ten consecutive verses of any given translation assignment for posting through A2L for comment by another student. Instructions for this assignment will be furnished the first day of class and monitored by Dr. Boda.

2. Topical Paper (35%). Each student is to select one of the topics from the topics discussed in the class sessions from January 10 to March 14 (or another suitable topic proposed by the student) and write a 5,000 word paper (including footnotes and bibliography) outlining the major issues on the topic. The paper should argue for a definitive solution to the major issues identified. The topic of the paper is to be identified by **January 21** by means of written submission. The paper is to be distributed one week in advance and then discussed (in summary form) and submitted on **March 24**.

3. Seminar Paper (50%). Each student is to select one significant biblical book, passage, or issue in Septuagint studies (not treated under 2) and write an 8,000 word paper (including footnotes and bibliography) on the topic suitable for publication in a major academic journal or appropriate collection of essays. This paper forms the basis of the student presentation. Paper topics are to be decided by **January 28**, along with dates for presentation and respondents. The paper is to be distributed to the class one week before presentation, along with suggested reading to encourage discussion. The student is to designate either reading up to 8,000 words or a significant biblical passage for the other students to read in advance of the presentation. This reading is to be indicated two weeks before the presentation. The presentation in class will be no longer than two minutes. One of the professor will make a marked copy of the student's first draft available for return. If the student chooses to accept the marked copy, the student also pledges to resubmit the marked

copy when the final form of the paper is submitted. Both are required to constitute a complete submission. The revised version of the seminar paper (which you must get to your respondent in time for their consideration) is due **April 7**.

4. Seminar Response (15%). Each student is to write and present a 2,000 word seminar response, in which one of the seminar presentations (see 3 above) is critically evaluated. Utilization of primary and secondary sources is expected geared to both method and execution. The response paper is to be distributed two days in advance (by Monday night before the presentation). The responses will be assigned in conjunction with the presentations. The response in class will be no more than one minute and should incite discussion. Write your response accordingly. One of the professors will make a marked copy of the student's first draft available for return. If the student chooses to accept the marked copy, the student also pledges to resubmit the marked copy when the final form of the paper is submitted. Both are required to constitute a complete submission. You will need to arrange with the author of your paper to get the final version of their seminar paper for your own revisions. The revised version of the response paper is due **April 7**.

The professors assume that students already know how to research, write, and orally present papers. Content, clear thinking, and depth of analysis and research are the most important requirements, but clarity and consistency of presentation are also of high importance. Students *must* follow the *McMaster Divinity College Style Guidelines for Essays and Theses* (<http://mcmasterdivinity.ca/wp-content/uploads/2018/02/mdcstyleguide.pdf>). Any paper that does *not* conform to the MDC Style Guide, whether a draft submission or final paper, will only be able to earn the highest mark of a C+.

There are no late papers in this course. Late papers are decreased by half a full letter grade (5%) each day or portion of a day that they are late. Papers are due on the day assigned. This applies to drafts distributed for seminar presentation as well as final copies. Do not ask for exceptions to this policy. Failure to submit a written statement of a paper topic, or failure to write on the submitted topic, will result in a failing grade on the assignment.

Classroom Behavior and Policies

The following guidelines are presented to encourage all students to participate together in this course, and should be kept in mind at all times.

1. Please do not hesitate to offer constructive criticism of the work of others in the class. Be sure to offer serious arguments and do so in ways that address the issues and do not attack the person.

2. Please do not be offended if criticism of your work is offered in the above spirit. Learning to give and accept criticism is part of scholarly development. Respect the right to disagree.

3. Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.

4. Students should be on time to class, or be prepared to offer an explanation after class to the professor.

5. Students are expected to stay for the entire class session, unless arranged in advance.

6. Students may eat and drink in class so long as they do not distract others or leave the remains of such activities behind for others to clean up (one of the professors in particular loves donuts and happily receives these as atonement for a multitude of indiscretions, such as lateness!).

7. Students are not expected to be doing work on any other subject except that of this course according to the outline below and as appropriate.

8. Students are not to carry on other conversations in class, especially with those seated immediately adjacent to them. If something being said or done in class is not clear, please ask the professor at an appropriate time and in an appropriate way.

9. No cell phones may be used in any way, and no computers on anything but immediate and direct course business.

Students who fail to respect these guidelines will be dismissed from the class, with all of the consequences implied.

Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <https://mcmasterdivinity.ca/rules-regulations/>

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Course Schedule

This is a reasonable yet tentative outline of the content of each session's activities. The professors reserve the right to change the content of lectures and topics. The readings listed are a minimum to be read for the day. Students are encouraged to discover their own reading material under each topic, especially in the various introductions to the Septuagint. The tentative professor of the day will be finalized at the beginning of the semester.

January 7

Course requirements

What Is the Septuagint? Its Origins, Nomenclature, and History

Reading: *Letter of Aristeas* (various translations; Greek text by Thackeray in Swete, Introduction); Philo, *De Vita Mosis* 2.26-44; Josephus, *Antiquities* 12.2.1-15 §§11-118; Josephus, *Against Apion* 2.4 §§45-47

January 14

The Greek and Hebrew Languages of the Septuagint

Reading: Stanley E. Porter, “History of Scholarship on the Language of the Septuagint,” in *Handbuch zur Septuaginta / Handbook of the Septuagint. LXX.H 3. Die Sprache der Septuaginta / The Language of the Septuagint*, edited by Eberhard Bons and Jan Joosten (Gütersloh: Gütersloher Verlag, 2016), 15-38; Jan Joosten, “Biblical Hebrew as Mirrored in the Septuagint: The Question of Influence from Spoken Hebrew,” in *Collected Studies on the Septuagint: From Language to Interpretation and Beyond* (Tübingen: Mohr Siebeck, 2012), 68-80; T. Muraoka, *A Syntax of Septuagint Greek* (Leuven: Peeters, 2016), xxxvii-xlvii, and selected linguistic phenomena of interest; Bruce K. Waltke and M. O’Connor, *An Introduction to Biblical Hebrew Syntax* (Winona Lake, IN: Eisenbrauns, 1990), 3-30.

Translation: Genesis 1:1-31

January 21

The Translation Techniques of the Septuagint and Its Retroversion

Reading: Theo A.W. van der Louw, *Transformations in the Septuagint: Towards an Interaction of Septuagint Studies and Translation Studies*, Contributions to Biblical Exegesis and Theology 47 (Leuven: Peeters, 2007), 1-23; Joachim Schaper, “The Concept of the Translator(s) in the Contemporary Study of the Septuagint,” in *In the Footsteps of Sherlock Holmes: Studies I the Biblical Text in Honour of Anneli Aejmelaeus*, edited by Kristin De Troyer, T. Michael Law, and Marketta Liljeström, Contributions to Biblical Exegesis and Theology 72 (Leuven: Peeters, 2014), 31-46.

Translation: Isaiah 40:1-11; Joel 3:1-5

Topic Paper topic to be decided and submitted in written form.

January 28

The Relation of the Septuagint to the Hebrew Bible and Use of the Septuagint in Textual Criticism

Reading: Anneli Aejmelaeus, “What Can We Know about the Hebrew *Vorlage* of the Septuagint?” in *On the Trail of the Septuagint Translators: Collected Essays* (Kampen: Kok Pharos, 1993), 77-115; Benjamin G. Wright, *No Small Difference: Sirach’s Relationship to its Hebrew Parent Text*, SCS 26 (Atlanta: Scholars Press, 1989), 1-18; Emanuel Tov, *The Text-Critical Use of the Septuagint in Biblical Research* (Jerusalem: Simor, 1981), 29-72.

Translation: Esther 8:1-17 (MT/LXX) and AT 7:14-41 (see Clines)

Seminar Paper topic to be decided and submitted in written form.

February 4

The Original Greek Books of the Septuagint

Reading: David Winston, *The Wisdom of Solomon*, AB 43 (Garden City, NY: Doubleday, 1979), 4-69; Robert Doran, *2 Maccabees*, Hermeneia (Minneapolis: Fortress, 2012), 1-19.

Translation: Wisdom 1:1-16; 2 Maccabees 1:1-10

Seminar Paper topic to be decided and submitted in written form.

February 11

The Manuscript Tradition of the Septuagint: Ancient and Modern

Reading: F.G. Kenyon, *The Text of the Greek Bible*, 3rd ed. Rev. A.W. Adams (London: Duckworth, 1975), 13-62.

Translation: Judges 2:1-10; Jeremiah 25:1-19 (LXX) 25:1-13; 49:34-39 (MT)

(Reading Week, so no class meeting on February 18)

February 25

The Further Translations (e.g. Aquila, Theodotion, Symmachus, etc.) and Versions of the Greek Bible

Reading: R. Timothy Lay, *The OG and Th Versions of Daniel*, SCS 43 (Atlanta: Scholars Press, 1996), 1-28; Claude E. Cox, "An Apology for the So-called 'Daughter Versions' or Sub-versions of the Bible, with Special Reference to the Armenian Version of the Book of Job" (unpublished) online: <http://macdiv.academia.edu/ClaudeCox>

Translation: Deuteronomy 25:1-10; Daniel 12:1-13 (both Greek versions); 2 Reigns 1:1-16

March 3

Modern Commentary on the Septuagint

Reading: Richard S. Hess, "Setting Scholarship Back a Hundred Years? Method in the Septuagint Commentary Series," in *The Language and Literature of the New Testament: Essays in Honor of Stanley E. Porter's 60th Birthday*, edited by Lois K. Fuller Dow, Craig A. Evans, and Andrew W. Pitts, BINS 150 (Leiden: Brill, 2017), 63-68; Albert Pietersma, "A New Paradigm for Addressing Old Questions: The Relevance of the Interlinear Model for the Study of the Septuagint," in *Bible and Computer: The Stellenbosch AIBI-6 Conference. Proceedings of the Association Internationale Bible et Informatique "From Alpha to Byte," University of Stellenbosch 17-21 July, 2000*, ed. Johann Cook (Leiden: Brill, 2002), 337-64 online at <http://homes.chass.utoronto.ca/~pietersm/interlinear.pdf>

Translation: Genesis 17:1-14

March 10

Septuagint in the New Testament; The Theology of the Septuagint and Questions of Canon

Reading: R. Timothy McLay, *The Use of the Septuagint in New Testament Research* (Grand Rapids: Eerdmans, 2003); Mogens Müller, *The First Bible of the Church: A Plea for the Septuagint* (Sheffield: Sheffield Academic, 1996), 98-123; Martin Hengel, with Roland Deines,

The Septuagint as Christian Scripture: Its Prehistory and the Problem of Its Canon, translated by Mark E. Biddle (Edinburgh: T&T Clark, 2002), 25-56.

Translation: Psalm 8

March 17—Topical Papers

Topical Papers Due.

March 24—Seminar Paper Presentations

March 31—Seminar Paper Presentations

April 7—Seminar Paper Presentations and Final Reflections (possible extended class session)

Submission of Revised Seminar Paper and Response Paper (except for those presenting on April 7, in which case the papers are due April 9).

This syllabus for this course is for information only and remains the property of the respective professor. This syllabus is prepared with the best information available, but the professors reserve the right to change the content and format of the course.

Septuagint Bibliography

This bibliography does not include works on the Hebrew Bible and does not include standard works that Greek scholars should know, such as LSJ and BDF. This is a bibliography drawing on contributions by Mark Boda, Claude Cox, Gus Konkel, and Stanley Porter.

Bibliographies

Brock, Sebastian, and Charles T. Fritsch, Sidney Jellicoe, eds. *A Classified Bibliography of the Septuagint*. ALGHJ 6. Leiden: Brill, 1973.

Dogniez, Cécile, ed. *A Bibliography of the Septuagint: 1970–1993*. VTSup 69. Leiden: Brill, 1995.

LXX.D bibliography online: <http://www.septuagintaforschung.de/files/WUNT-219-Bibilographie.pdf>

Lust, J. Selective bibliography; online: <http://www.bible-researcher.com/lxx-bibliography.html> Compiled in Feb. 1999.

UBS, for LXX, online: <http://www.ubs-translations.org/bibliographies/#c519>

Wevers, J. W. “Septuaginta Forschungen.” *Theologische Rundschau* 22 (1954) 85-138, 171–90; “Septuaginta Forschungen seit 1954.” 33 (1968) 18-76.

Editions

Brooke–McLean (incomplete)

Brooke, Alan England, and Norman McLean, eds. *The Old Testament in Greek According to the Text of Codex Vaticanus, Supplemented from Other Uncial Manuscripts, with a Critical Apparatus Containing the Variants of the Chief Ancient Authorities for the Text of the Septuagint*. Cambridge: Cambridge University Press. Volume I, The Octateuch, Part I, Genesis (1906); Part II, Exodus and Leviticus (1909); Part III, Numbers and Deuteronomy (1911); Part IV, Joshua, Judges and Ruth (1917). Online: <https://archive.org/details/OldTestamentGreeklxxTextCodexVaticanus>
 Brooke, McLean and Henry St. John Thackeray, eds., *The Old Testament in Greek According to the Text of Codex Vaticanus, Supplemented from Other Uncial Manuscripts, with a Critical Apparatus Containing the Variants of the Chief Ancient Authorities for the Text of the Septuagint*. Volume II, The Later Historical Books, Part I, I and II Samuel (1927); Part II, I and II Kings (1930); Part III, I and II Chronicles (1932); Part IV, I Esdras, Ezra-Nehemiah (1935); Vol. III, Part I, Esther, Judith, Tobit (1940). Online: <https://archive.org/details/OldTestamentGreeklxxTextCodexVaticanus>
 Rahlfs, Alfred, ed. *Septuaginta. Id est Vetus Testamentum graece iuxta LXX interpretes*. Stuttgart: Württembergische Bibelanstalt, 1935; repr. 1965; new ed. by R. Hanhart, 2006.

Swete, Henry Barclay. *Greek Old Testament according to the Septuagint*. Cambridge: Cambridge University Press, 1887-94. Online:
<http://www.ccel.org/ccel/swete?show=worksBy>

Göttingen Edition (eclectic; incomplete)

Septuaginta Vetus Testamentum Graecum, Auctoritate Academiae Scientiarum Gottingensis editum. Göttingen: Vandenhoeck & Ruprecht.
 J.W. Wevers, ed., *Genesis*, I (1974); *Exodus*, II, 1 (with the help of Udo Quast, 1991); *Leviticus*, II, 2 (1986); *Numeri*, III, 1 (with the help of Udo Quast, 1982); *Deuteronomium*, III, 2 (1977); Udo Quast, ed., *Ruth*, IV, 3 (2006); Robert Hanhart, ed., *Esdrae liber I*, VIII, 1 (1974); *Esdrae liber II*, VIII, 2 (1993); *Esther*, VIII, 3 (1966); *Judith*, VIII, 4 (1979); *Tobit*, VIII, 5 (1983); Werner Kappler, ed., *Maccabaeorum liber I*, IX, 1 (1936; 2nd ed., 1967); *Maccabaeorum liber II*, IX, 2 (1959; 2nd ed., 1976 by Robert Hanhart); Robert Hanhart, ed., *Maccabaeorum liber III*, IX, 3 (1960; 2nd ed., 1980); Alfred Rahlfs, ed., *Psalmi cum Odis*, X (1931; 2nd ed., 1967); Joseph Ziegler, ed., *Iob*, XI, 4 (1982) *Sapientia Salomis*, XII, 1 (1962; 2nd ed., 1980); *Sapientia Iesu Filii Sirach*, XII, 2 (1965); *Duodecim Prophetae*, XIII, 1 (1943; 2nd ed., 1967); *Habacuc Caput III*, XIII, 2 (1984); *Isaias*, XIV (1939; 2nd ed., 1967); *Ieremias, Baruch, Threni, Epistula Ieremiae*, XV (1957; 2nd ed., 1976); *Ezechiel*, XVI (1952; 2nd ed., 1978 with D. Fraenkel); *Daniel, Susanna, Bel et Draco*, XVI, 2 (1954; 2nd ed., 1999 by Oliver Munnich).

Commentary Series

There are many other individual commentaries on various books of the Septuagint. These are not listed here, but are worth consulting.

La Bible d'Alexandrie, edited by Marguerite Harl et al. Paris: Cerf. (incomplete)

La Genèse, 1 (1986); *L'Exode*, 2 (1989); *Le Lévitique*, 3 (1988); *Les Nombres*, 4 (1994); *Le Deuteronomie*, 5 (1992); *Jésus (Josué)*, 6 (1997); *Les Juges*, 7 (1999); *Premier livre des Règnes*, 9.1 (1997); *Deuxième livre d'Esdras*, 11.2 (2010); *Esther*, 12 (2012); *Les Proverbes*, 17 (2000); *L'Ecclésiaste*, 18 (2002); *Les Douze Prophètes: Osé*, 23.1 (2002); *Les Douze Prophètes*, 23.4-9 (1999); *Malachie*, 23.12 (2011)

Septuagint Commentary Series (SEPT or SCS), edited by Stanley E. Porter, Richard S. Hess, and John Jarick. Leiden: Brill. (incomplete)

Genesis (Susan Brayford; 2007); *Exodus* (Daniel M. Gurtner; 2013); *Joshua* (Graeme Auld; 2005); *1 Esdras* (Michael F. Bird; 2012); *3 Maccabees* (N. Clayton Croy; 2006); *4 Maccabees* (David A. deSilva; 2006); *Jeremiah* (Georg A. Walser; 2012); *Baruch and the Epistle of Jeremiah* (Sean A. Adams; 2014); *Ezekiel* (John W. Olley; 2009); *Tobit* (Robert J. Littman; 2008); *Hosea* (W. Edward Glenny; 2013); *Amos* (W. Edward Glenny; 2013); *Micah* (W. Edward Glenny; 2015)

Society of Biblical Literature Commentary on the LXX, edited by Robert J.V. Hiebert and Benjamin G. Wright. Atlanta: SBL. (no volumes have yet appeared)

Prospectus online at: <http://ccat.sas.upenn.edu/ioscs/commentary/prospectus.html>

Introductions

- Aitken, James K., ed. *T&T Clark Companion to the Septuagint*. London: Bloomsbury, 2015.
- Botte, B., and P.-M. Bogaert. "Septante et Versions grecques." In *Supplément au Dictionnaire de la Bible*, edited by J. Briand and É. Cothenet. Vol. 12, Fasc. 68, cols. 536-693. Paris: Letouzey & Ané, 1993.
- Dines, Jennifer M. *The Septuagint*. London: T&T Clark, 2004.
- Fernández Marcos, Natalio. *The Septuagint in Context: An Introduction to the Greek Versions of the Bible*. Translated by Wilfred G.E. Watson. Leiden: Brill, 2000.
- Harl, Marguerite, Gilles Dorival, and Olivier Munnich. *La Bible Grecque des Septante du Judaïsme hellénistique au Christianisme ancien*. Initiations au Christianisme Ancien. Paris: Cerf, 1988.
- Hengel, Martin, with Roland Deines. *The Septuagint as Christian Scripture: Its Prehistory and the Problem of its Canon*. Translated by Mark E. Biddle. Grand Rapids: Baker Academic, 2002.
- Jellicoe, Sidney. *The Septuagint and Modern Study*. Oxford: Clarendon, 1968. Repr. Ann Arbor, MI: Eisenbrauns, 1978.
- Jobes, Karen H., and Moisés Silva. *Invitation to the Septuagint*. Grand Rapids: Baker, 2000; 2nd ed., 2015.
- Kreuzer, Siegfried, ed. *Einleitung in die Septuaginta*. Handbuch zur Septuaginta / Handbook of the Septuagint, Band 1. Gütersloh: Gütersloher Verlagshaus, 2016.
- Law, Timothy Michael. *When God Spoke Greek: The Septuagint and the Making of the Christian Bible*. Oxford: Oxford University Press, 2013.

- Müller, Mogens. *The First Bible of the Church: A Plea for the Septuagint*. Sheffield: Sheffield Academic Press, 1996.
- Nestle, Eberhard. "Septuagint." In *A Dictionary of the Bible*, edited by James Hastings, 4: 437-54. 4 vols. New York: Scribners, 1903.
- Ottley, Richard R. *A Handbook to the Septuagint*. London: Methuen, 1920.
- Peters, Melvin K.H. "Septuagint." In *Anchor Bible Dictionary*, edited by David Noel Freedman, 5: 1093-1104. 6 vols. New York: Doubleday, 1992.
- Porter, Stanley E. "Septuagint / Greek Old Testament." In *Dictionary of New Testament Background*, edited by Craig A. Evans and Stanley E. Porter, 1099-1106. Downers Grove, IL: InterVarsity Press 2000.
- Swete, Henry Barclay. *An Introduction to the Old Testament in Greek*. Revised by Richard Rusden Ottley; with an appendix containing the Letter of Aristeas, edited by H.St.J. Thackeray. Cambridge: Cambridge University Press, 1902. Repr. New York: Ktav 1968. Online: <http://www.ccel.org/ccel/swete/greekot.html>
- Tilly, Michael. *Einführung in die Septuaginta*. Darmstadt: Wissenschaftliche Buchgesellschaft, 2005.
- Trebolle Barrera, Julio. *The Jewish Bible and the Christian Bible: An Introduction to the History of the Bible*. Translated by Wilfred G.E. Watson. Grand Rapids: Eerdmans, 1998.

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